**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade:4th** | | | **Date(s)**: Day 1-2 |
| **Unit Title:** Unit 1: Establishing a Community of Good Readers and Writers (RL) | | | **Corresponding Unit Task:** Reading About Characters (Task 1) | | |
| **Essential Question(s):** How do readers infer character traits based on their thoughts, actions, and dialogue? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  Scott Foresman Reading Street  The Horned Toad Prince page 93  [**www.kidskonnect.com**](http://www.kidskonnect.com)  graphic organizers, character map, chart paper, markers, students’ journals, toilet paper | | | | **Literary terms:**  Character, character traits, dynamic character, infer, dialogue, proper nouns, theme  **Selection Vocabulary:**  prairie, lassoed, bargain, riverbed, favor, offended, shriek | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  **I Can Statement(s):** I can describe the characters’ traits by identifying their actions, thoughts, and dialogue.  **Instructional Plan:**  **Introduce Engaging Scenario to students!**  **Have a T-chart to display your procedures when the teacher is teaching or speaking (CHAMPS)**  **APK:** I will use the website, [www.kidskonnect.com](http://www.kidskonnect.com) to help them understand the old west. Students will write down three facts about the old west on their Western hat graphic organizer. Walk and share their facts about the Old West.  **Modeled:**   * Discuss the character traits of a fairy tale and why it’s a fairy tale. Make a web map of the genre. * Review the vocabulary by using the power point. * I will model fluent reading and think aloud while reading Horned Toad Prince, page 92-105. * Author’s Craft: to explain, entertain * Provide Purpose: Tell students to think about the horned toad’s character and his actions. * Think Aloud Notes: I will model taking notes about important character traits of the horned toad and evidence while reading aloud on an anchor chart.   **Shared Practice:** (we work together)   * The students will re-read the text in pairs. * After reading, they will record their notes in their journal to finish the Horned Toad Prince. * Students will share their information on the anchor chart and discuss supporting evidence.   **Guided practice:** (You do, I help)   * Paired Students will reread sections of the story and take notes on Reba Jo. * They will use a character map given by the teacher to list at least two traits and supporting evidence of the character. * Discuss and share   **Independent Practice:** list a character trait about her father. Students write it down on the ticket out the door sheet. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: L.4.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.     **I Can Statement(s**): I can determine the meaning of **prairie, lassoed, riverbed, bargain, favor, offended, shrieked** by reading context clues.  **Instructional Plan:**  **Modeled:**   * Teacher will share the meanings of character, character traits, dynamic character, infer, and summarize with the students, then add to the classroom vocabulary board. * Read *Tall Paul*, the tall tale on page 90-91. Teacher will model reading the first column of vocabulary words. Teacher will think aloud as she finds the meaning of the word and adds the meaning to the vocabulary chart. * Teacher will use - praire, riverbed, bargain * Three column chart foldable: word, context clues, and definition   **Shared:**   * Students will share read the story. Teacher stops during the shared reading to have students find the meaning of each word to add to the vocabulary chart. student- lassoed, shrieked, favor, offended   **Guided Practice:**   * Students will work with a partner to create a new phrase or example for each new vocabulary word. Share ideas and add to the classroom chart.   **Independent:**   * Students write at least three sentences using the new vocabulary in their journals. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: L.4.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **I Can Statement(s):** I can capitalize and punctuate my sentences in my writing.  **Instructional Plan:**  **Modeled:**   * Present a short paragraph on chart paper. * Read the paragraph with exaggeration. * Think Aloud: apologize for reading it this way. Ask myself why I read it this way. * Reread the paragraph and notice there are conventional mistakes. * Explain there needs to be punctuation and capitalization. * On Day 1 focus on capitalization. Discuss Proper Nouns and the first word in the sentence. * Use a T- chart to provide when to capitalize (On Day 2, focus on punctuation).   **Shared:**   * Ask the students to help the teacher edit the paragraph. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.4.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  **I Can Statement(s):** I can effectively engage in a collaborative discussion with the teacher and my peers by looking at your eyes, being respectful, and listening effectively.  **Instructional Plan:**  **Model:**   * Teacher models how to describe herself by using the character traits sheet. Think aloud: Provide reasons why she chose these traits.   **Guided Practice:**   * Use the Toilet Tissue Get to Know You activity. * Have the students write down a trait about themselves depending on how many toilet sheets they have. * Pair up and share. The student must introduce the partner. | | | | |
| **Closing/Summarizing Strategy** | **Shared Practice:** the students will work with the teacher to write a summary of the character traits about Reba Jo. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Critical thinking:** At the end of the story, the caballero says, “a deal is a deal”. Explain what the deal is. Then tell whether or not it is a good deal and why. | | For struggling readers, the teacher may want to refer back to the individual’s IEP or PEP or the suggested interventions from IST.  For the low middle group of students, teacher will teach commonly used idioms. Teacher will introduce the idioms from the story, The Horned Toad Prince. | | | 1) Use the vocabulary range from mild to intense on a number line. Teacher will select 2-3 character traits from the character sheet.  Brainstorm synonyms, they may use a thesaurus.  Place each word on the range based on definitions and experiences.  2) Focus on past tense words. Words that end in –ed  Learn when to double the consonants and when to drop the “e” at the end of a word. Use the Reading Foundations as a resource. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  The character traits map, class discussion, illustrations, and ticket out the door will provide information to the teacher. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*